

УДК 004:[316.3:008]

Г. В. Михалева

*доцент кафедры английского языка
Таганрогского института имени А. П. Чехова (филиал)
Ростовского государственного экономического университета,
кандидат педагогических наук*

ОТРАЖЕНИЕ ПРОБЛЕМЫ МЕЖЭТНИЧЕСКОЙ ТОЛЕРАНТНОСТИ В АНГЛОЯЗЫЧНЫХ СТРАНАХ¹

В статье анализируются стратегии современной государственной поликультурной образовательной политики США и Великобритании в контексте развития межэтнической толерантности граждан и борьбы с расовой дискриминацией и неравенством, которые широко обсуждаются в англоязычных средствах массовой информации. Проблема развития межэтнической толерантности в англоязычных странах неразрывно связана с вопросами защиты гражданских прав и политики социальной справедливости, включая борьбу с социальным неравенством и дискриминацией различных категорий граждан в различных сферах общественной жизни.

G. V. Mikhaleva

Reflection of interethnic tolerance in media education of english-speaking countries²

The article analyzes the strategies of contemporary state multicultural educational policy of the USA and the UK in the context of fostering interethnic tolerance of citizens and the struggle against racial discrimination and inequality which are widely discussed in the English-language mass media. The challenge of fostering interethnic tolerance in English-speaking countries is inextricably linked with the problem of protecting civil rights and the policy of social justice including the fight against social inequality and discrimination of various categories of citizens in different areas of public life.

The issues of promoting interethnic tolerance in the modern multinational and multicultural world are being updated in connection with the growing need to counter

¹ Исследование выполнено при финансовой поддержке Российского фонда фундаментальных исследований (РФФИ) в рамках научного проекта № 19-013-00030 «Отражение проблемы межэтнической толерантности студенческой молодежи в российском и англоязычном медиаобразовании постсоветского периода (1992–2020)», выполняемого в Ростовском государственном экономическом университете. Руководитель проекта — кандидат педагогических наук, доцент И. В. Чельшева.

² This research is funded by the grant of the Russian Foundation for Basic Research (RFBR, project No. 19-013-00030) at the Rostov State University of Economics. Project theme: “Issues of Student Youth Interethnic Tolerance Reflected in Russian and English-Language Media Education of the Post-Soviet Period (1992–2020)”.

racism, intolerance, discrimination, inequality and prejudice in society. Of particular importance in addressing these negative social phenomena is upbringing young people that is aimed at developing a respectful attitude towards representatives of other cultures and ethnic groups.

Tolerant politics seeks to provide support for some interethnic groups that are trying to create safe social space around them. Tolerance is a reality of diversity in modern communities. In this sense, governments are required to adopt special social practices in fostering interethnic tolerance in society and to establish various civic institutions to protect unpopular minorities from violence on the behalf of their fellow citizens or other members of civil society.

The challenge of fostering interethnic tolerance in English-speaking countries is inextricably linked with the problem of protecting civil rights and the policy of social justice including the fight against social inequality and discrimination of various categories of citizens in different areas of public life [1, p. 120].

The most important role in fostering tolerance in the scientific community is played by UNESCO initiatives and events. So, on November 16, 1995 Declaration of Principles on Tolerance at the General Conference of UNESCO was adopted (Declaration..., 1995). It determines the concept of “tolerance” as “respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty; it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace” [2].

A long historical tradition of cultivating tolerant relationships and maintaining civil liberties in society has led to many years of integration processes in the modern national system of education and training in English-speaking countries based on the multicultural nature and non-discriminatory educational practice.

The present-day British policy “education for everyone” is proclaimed in official documents of the government and defines a new vector of the educational policy of the UK in the 21st century under the slogan “every child matters” [3]. With regard to ethnic minorities, the national educational policy is focused on overcoming manifestations of gender and ethnic inequality in the educational environment. Hence, according to the national strategy for improving learning outcomes of ethnic minority students, it is necessary to develop bilingual student learning technologies and apply effective teaching methods.

Former British Prime Minister Theresa May presented a new strategy for reforming education in the UK in more detail in her open speech in September 2016

(BBC, 09.09.2016). The key aspects of the reform concerned the following issues: access to quality education for all categories of citizens, improving the quality of school education, support and opening of new schools by leading British universities, ethnic and social integration of students of religious schools, multicultural and multi-religious education, support for children from disadvantaged and low-income families. At the same time, a slogan was put forward declaring the new policy of the British government regarding national education: “Let’s create a country that works for everyone”.

Speaking at a briefing at the University of Derby (Derbyshire County) in February 2018 (broadcast of the BBC channel) Teresa May emphasized access to education, equal educational and career opportunities for all categories of citizens, creating a more “flexible” system education that meets the interests of students with different educational needs. In her opinion, it is necessary to create a great society of “meritocracy” in Great Britain, free from class, racial prejudices and social barriers, in which power will belong to the most talented and gifted citizens, qualified and highly educated specialists, regardless of their social and ethnic origin.

A content analysis of the national curricula of English-speaking countries shows that students begin to learn about various national, regional, social and ethnic groups from an early age in formal education (for example, social studies programs) and are brought up in the spirit of mutual respect and understanding. The main goal of integrating interethnic tolerance into school and university education systems is to form and develop students’ basic skills and understanding of how to live in our pluralistic and diverse world.

Until the 1980s, ethnic diversity was scarcely presented in the British media, and partly in response to this criticism several initiatives were undertaken. They focused mainly on expanding the number of employees belonging to various ethnic minorities in the media sector. A 1983 report by the Racial Equality Commission, entitled Ethnic Minority Broadcasting, indicated that networks were encouraged to treat media content more seriously in order to help reflect multiracial British society. During this period, the number of media belonging to ethnic minorities increased. The Communications Act 2003 authorized Ofcom to take into account different interests of people in different parts of the UK, belonging to different ethnic communities, and of people living in rural and urban areas. In this regard, Ofcom is conducting research on the study of media literacy and media consumption by representatives of different ethnic groups. In addition, the BBC, among its other objectives, also provides the representation and reflection of various social groups of the UK population including ethnic and religious communities. The corporation strives to showcase programs representing the multi-ethnic mosaic of Great Britain and explore ethnic, cultural, reli-

gious and non-religious groups to help society understand their customs, beliefs and problems. This involves the use of voices and faces of representatives belonging to various regional and ethnic groups and communities.

On the other hand, present-day English-language mass media are replete with sharp publications about inciting racial hatred and “zero tolerance” towards immigrants. Here are some headlines of articles from the Guardian: “Ethnic minority students less likely to win university places”, “Racist incidents at universities show they aren’t as tolerant as we think”, “Universities brushing racism under the carpet, students say...”, etc. [4, p. 17].

The American tradition of multicultural education is associated with the long-standing struggle of Americans with all kinds of discrimination which can be traced to the historical evolution of the American state educational strategy presented in key official laws, programs and initiatives aimed at modernizing the education system, for example, such federal programs as “No Child Left Behind”, “Race to the Top”, “Every Student Succeeds”, etc. [5; 6; 7].

Meanwhile, the modern education system in the United States suffers from a number of acute social, economic, ethnic and cultural contradictions: challenges of socio-cultural and academic assimilation of children and youth from migrant families; discrimination against national minorities and low-income people; ethnic chauvinism in education; the fight against racial prejudice and stereotypes in the school environment and beyond. Therefore, different sites are being created in English-speaking countries to provide information support to schools and universities students teachers and parents. For example, website “Teaching Tolerance” [www.tolerance.org] provides news on tolerance issues, offers manuals and training materials for parents and teachers to develop their social skills of tolerant relationships in the school and university environment. In addition, the creators of the site engage various specialists to conduct regular online training courses, webinars and educational programs for practicing teachers. This site provides significant methodological assistance to teachers on countering interethnic intolerance and racism. They also release a free magazine on interethnic tolerance and ways to combat intolerance and violence, and distribute brochures for university students.

The contradiction between widely declared racial equality and tacit discrimination in English-speaking countries has often led to outbreaks of mass social protest, especially in the USA. Therefore, it is quite expected and logical that the acute social themes of discrimination and rights violation caused by interethnic intolerance are increasingly reflected in the American cinema of the 2000s: including such sensational films as “Clash” (2004), “The Help” (2011), “12 Years a Slave”, “The People v. O. J. Simpson: American Crime Story” (2016). These films tell of unspoken racism

and irreconcilable social conflicts in modern America, about racial stereotypes and public opinion speculation.

Teaching interethnic tolerance and fostering tolerant consciousness continues within the framework of non-formal education, in various cultural and educational centres. For example, since 1993 the interactive “Museum of Tolerance” has been operating in Los Angeles (California) which presents interesting interactive exhibitions based on high technologies to visitors. The Museum of Tolerance was established to encourage visitors to understand the dynamics of racism and racial prejudice in America and the history of the Holocaust, both in historical and contemporary contexts, and to resist all forms of prejudice, discrimination and extremism in the modern world. Museum visitors explore the genesis of fanaticism and discrimination which are still completely insincere in modern society. Video presentations show the dramatic events of the struggle for civil rights in America, inform about modern extremist groups operating in the USA, etc. Through interactive exhibitions, special events and educational programs for young people and adults, the museum nurtures tolerant consciousness of visitors thus encouraging them to take active personal responsibility for positive social changes.

1. Mikhaleva G. V. Genesis of the Problem of Educating Interethnic Tolerance in English-speaking Countries. Pedagogics. Scientific theoretical journal of the Russian Academy of Education. 2019. Vol. 83, 8. P. 120–127. (In Rus.) [Вернуться к статье](#)

2. Declaration of Principles on Tolerance [Electronic resource] // UNESCO, 1995. URL: <http://www.tolerance.ru/toler-deklaraciya.php> (date of access: 11.03.2020). [Вернуться к статье](#)

3. Department for Education and Skills (DfES) (2004). Every Child Matters: change for children [Electronic resource]. URL: www.everychildmatters.gov.uk/publications/?asset=document&id=1551 (date of access: 03.02.2020). [Вернуться к статье](#)

4. Chelysheva I. V., Mikhaleva G. Interethnic Tolerance Among University Students in the Context of Contemporary Russian and Foreign Media Education. Media Education (Mediaobrazovanie). 2019. № 59 (1). P. 14–22. [Вернуться к статье](#)

5. U. S. Department of Education (DOE). Every Student Succeeds Act (2015) [Electronic resource]. URL: <https://www.ed.gov/ESSA> (date of access: 02.03.2020). [Вернуться к статье](#)

6. U. S. Department of Education (DOE). No Child Left Behind (NCLB). Act of 2001, Pub. L. No. 107–110. 2002. [Вернуться к статье](#)

7. U. S. Department of Education (DOE). Race to the Top (2009). Washington, D. C. 2020. URL: <https://www2.ed.gov/programs/racetothetop/executive-summary.pdf> (date of access: 02.03.2020). [Вернуться к статье](#)